



## **2004 Reducing Underage Drinking (RUaD) Block Grant Request for Proposal Application Packet 9/1/04-6/30/06**

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Please complete the following steps and submit the completed packet with the rest of the RFP requirements (budget, etc.)

**Step 1: Identify Your Project and State Your Commitment to the Common RUaD Project Goal**

The Office of Juvenile Justice and Delinquency Prevention (OJJDP) requires that sub-recipients have a common RUaD project goal. That goal is “to reduce underage drinking in our community.” Use ***Step 1*** to state your commitment to that goal and to provide basic information that identifies you and the project.

<b>Applicant Agency or Organization</b>			
<b>Title of Proposed RUaD Project</b>			
<b>Project Director Name and Position:</b>	<b>Address:</b>	<b>Phone:</b>	<b>Email:</b>
<b>Common RUaD Goal</b>	<b>The goal of this project is: <u>To reduce underage drinking in</u> :</b> <b>(Insert name of geographic area and/or community where proposed project will be implemented)</b>		

**Step 2: Build Community Collaborations and Coalitions to Support RUaD Project Goal**

One of the “lessons learned” from previous RUaD projects is that collaborations and coalitions ensure community support leading to success. Community coalitions and collaborations that increase coordination and communication among key RUaD partners contribute to the effectiveness of RUaD projects.

- A. The applicant must be a representative of one of the following four and serve as the fiscal agent for a partnership (see 1.4 of the RFP) that includes the following members:
  - 1. Local law enforcement
  - 2. Local/regional Washington State Liquor Control Board (WSLCB) agent
  - 3. Alcohol and other substance abuse prevention professional (e.g., County Alcohol and Other Drug Prevention Coordinator, Community Mobilization Against Substance Abuse (CMASA) coordinator, school or higher education prevention specialists, public health department prevention professional, etc.)
  - 4. Juvenile justice system (juvenile court administrator, social services, prosecution, defenders, etc.)
- B. The applicant must ensure that relevant data from the Washington State Healthy Youth Survey will be available for the community referenced in this application. Applicants serving College/University populations may substitute an equally valid survey of student behaviors, to include underage drinking, (e.g. NCHA) but will be encouraged to work with their local school district(s) to increase participation in the Healthy Youth Survey.
- C. All applicants will be expected to work with their regional Washington State Liquor Control Board office to conduct alcohol compliance checks in accordance with the guidelines established by the State RUaD program. Items on this application will indicate required programming related to this point.
- D. All applicants must represent an existing coalition that will assume responsibility for the work detailed in this application. Coalition partnerships must include, at a minimum, representation from three required partners (indicated by an asterisk \*), and a minimum of 5 additional partners from the following list. Research has shown that coalitions with more partnerships among these groups will meet with greater success:
  - County Prevention Specialists (\*)
  - Liquor Control Board (\*)
  - Local DUI Task Force
  - Parents and parent organizations
  - Media
  - Local government
  - Neighborhood Associations
  - Medical community
  - Local law enforcement agencies (\*)
  - Community leaders
  - Education (public schools, institutions of higher education)
  - Faith communities
  - Youth and youth organizations
  - Substance abuse prevention organizations
  - Hospitality Industry (retail owners/managers, tavern or restaurant owners, etc...)
  - Other

**Community Partnerships:** Please indicate support for this project from the three required partners\* and as many of the other key community partnerships that you either currently have or will develop to support this RUaD project. Describe resources, skills, or expertise the partner brings to this project. Demonstrate that you have obtained the agreement of this community partner to be a part of the RUaD project by obtaining the dated signature of a representative of the organization. *This section takes the place of letters of support or memorandums detailing partnerships.*

Organization & Contact within the Organization	Knowledge, skills, and other resources partner brings to RUaD project. Indicate if this partner participated in developing this project proposal.	Signature and date of representative of partner organization
*Law Enforcement		
*Liquor Enforcement	<i>A contract between the LCB &amp; DASA will be established to provide support to the successful applications.</i> <input type="checkbox"/> Indicate that the LCB Regional Office was contacted regarding this application.	<i>LCB Officer contacted</i>
*County Prevention Specialist		
Liquor Control Board		
Local DUI Task Force		
Parents and parent organizations		
Media		
Local government		
Neighborhood Associations		
Faith communities		
Youth and youth organizations		

Community leaders		
Education		
Hospitality Industry		
Medical Community		
Other		

*Attach additional sheets if necessary*

### Step 3: Describe Your Community Relevant to the RUaD Goal

Each community provides a unique setting for a RUaD project. In this step you will describe your community and factors relevant to the RUaD goal of reducing underage drinking. The selected geographic area should be consistent with the work and outcomes proposed in this application and you should be prepared to gather outcome data distinct to that geography which will support your evaluation.

The description should pertain specifically to the problem of underage drinking in your selected community. This information will assist in establishing a context from which to understand the particular challenges faced in your community. One possible example might be: *A high concentration of college students in off-campus housing*. Please provide a source for each community description you write. Your RUaD partnerships and/or coalition are a resource for relevant details to describe your community.

Category	Describe your community	Source(s) of your data
<b>Name and description of the specific geographic area targeted by this project.</b> (e.g. county, school district, city, etc.)		
<b>Size of geographic area</b> (e.g. Does the size of your community make dispersal of large parties difficult?)		
<b>Size of population</b> (e.g., Is your community growing so fast that resources for underage drinking initiatives cannot keep pace?)		
<b>Number of youth in community under 21 years of age</b> (e.g. Does the small number of youth tend to make the problem of underage drinking seem insignificant?)		

<b>Socioeconomic composition of population</b> (e.g., Does the affluence of your community provide underage persons with a lot of disposable income to spend on alcohol?)		
<b>Ethnic composition of population</b> (e.g., Are there cultural norms regarding the use of alcohol in your community?)		
<b>Additional relevant descriptors</b> (Use additional sheets as needed, making sure you label them as Community Descriptions)		

### Step 4: Develop a Baseline Assessment of the Extent of Underage Drinking

In order to measure the impact of your project on the problem of underage drinking, you need to first establish a “starting point” or “baseline” measurement of the problem. The baseline information presented in Step 4 will be helpful in the next step of this application. Programs awarded funding will be expected to collect this information at least two times during the project: (a) application phase and (b) end of project. Contact your partner organizations or your coalition to assist in the collection of the data needed to describe the scope of the problem.

Please provide quantitative data (numbers or percentages) on the extent of underage drinking and its consequences in your community, as defined in Step 3. **All applicants are required to address the asterisked (\*) categories.** Possible sources of required information include but are not limited to: (a) the Washington State Healthy Youth Survey for your county or school district<sup>1</sup>, (b) law enforcement records, (c) liquor enforcement records, and (d) hospital records. In the last column, consider how individuals or the community would change if your project is successful. Write a statement that summarizes what the change would be. Expected outcomes should be consistent with the time frame, funding level, and scope of the proposed program in this application. See example below.

Note 1: *Preference will be given to applications that are able to demonstrate quantitative evidence from reliable sources (e.g. Washington State Healthy Youth Survey for your community).*

Note 2: *Preference will be given to applications that provide data in more than the required asterisked categories.*

Note 3: *If unable to provide data for a required category, explain the reason for the lack of information and the method for ensuring those data are available as a result of funding. Failure to provide required data will result in a lower rating score.*

#### Example: Quantitative Baseline Assessment

Category	Data expressed in numbers and/or percentage	Source(s) of the data and date collected	If your project has its intended effect, how will this data change? What changes or impacts do you hope will occur?
<b>Extent of underage use of alcohol</b>			
<i>Example: Underage use of alcohol in the past 30 days based on self-report data</i>	<i>Example: 45% of tenth graders report that they have consumed alcohol in the past thirty days.</i>	<i>Example: WA. State Healthy Youth Survey, 2002</i>	<i>Example: By 2006, the number of tenth graders who report that they have consumed alcohol in the past thirty days will be reduced by 10%.</i>

<sup>1</sup> The Safe and Drug-Free Schools Coordinator at your local school district can assist you in finding this data. In some areas, school district information may not be available. In such cases, consult your county Alcohol, Tobacco, and Other Drug Prevention Specialist.



**Quantitative Baseline Assessment**

Category	Data expressed in numbers and/or percentage	Source(s) of the data and date collected	If your project has its intended effect, how will this data change? What changes or impacts do you hope will occur?
* Underage use of alcohol in the past 30 days based on self-report (survey) data			
Underage “binge” drinking within last two weeks based on self-report data			
Perceived ease of obtaining alcohol by youth based on self-report data			
Perceived risk of harm from alcohol use based on self-report data			
Perceived acceptability of underage use in community based on self-report data			
Perceptions of peers’ drinking norms based on self-report data			
Primary method for obtaining alcohol based on self-report data.			
* Retail Compliance Check Activity	*# of on-premises licensees in community (bars, lounges, etc):		
	*# of off-premises licensees in community (grocery , convenience store, etc):		
	*# of compliance checks in the past 6 months:		
	*Average alcohol compliance rate in the past 6 months:		

Category	Data expressed in numbers and/or percentage	Source(s) of the data and date collected	If your project has its intended effect, how will this data change? What changes or impacts do you hope will occur?
*Arrests or citations for liquor law violations	* Minor in Possession:		
	* Furnishing to a minor:		
	* Fake identification:		
	Noise violations:		
Youth driving under the influence			
Alcohol-related crash fatalities			
School policy or code of conduct alcohol violations			

**Step 5: Analyze the Problem**

Step 4 created a baseline for general factors contributing to underage drinking in your community. In Step 5, identify those specific problems in your community that contribute to underage drinking. From this list you will select the items your program will address. Be sure to consult with your partner organizations or coalition for their input, perceptions, and data relevant to the causes of underage drinking in your community.

**Step 5** lists six major problems that contribute to underage drinking. These six problems are in the black shaded headings. (pages 12-17) For example, one of the major problems contributing to underage drinking is “*availability of alcohol to youth.*” Each of the six problems is further divided into specific factors that play a part in the problem. Going back to the example of “*availability of alcohol to youth,*” two factors that play a part in this problem are (a) “*lack of enforcement aimed at retailers*” and (b) “*lack of enforcement aimed at youth purchasing with fake identification.*”

- A. All applicants must address ***Problem #1: Availability of Alcohol to Youth*** and under that select ***Lack of Enforcement Aimed at Retailers*** through the vigorous use of retail compliance checks.
- B. Identify ***one or two more of the six major problems*** (black-shaded headings) that apply to underage drinking in your community. ***Do not address more than three problems in this application.*** You are more likely to have an impact if you choose carefully and fully address 2 or 3 problem areas, instead of trying to “do everything at once.”
- C. Directly beneath each of the six major problems are factors that play a part in the problem. Check ☒ at least one contributing factor for each problem you identified. Choose only the contributing factors that you intend to address and make measurable change on during the life of this funding.
- D. In the next column, provide the data, information, or reason you had for naming this item as a contributing factor to the problems you have selected. The evidence you list should directly support selecting that contributing factor as an objective of this application. For example, you may believe that, “*lack of enforcement aimed at retailers,*” is a factor that contributes to the “*availability of alcohol to youth.*” Your local liquor enforcement agents may be able to provide you with data showing that “*there have been no (0) compliance checks conducted among licensees in our county this year.*” That information supports your choice of “*lack of enforcement aimed at retailers*” as a contributing factor. *Note: Data is not necessary for unselected items.*
- E. In the next column, indicate where you got your information; that is, *Regional Washington State Liquor Control Board Office, and the date to which the information refers.*
- F. The last column refers to the prevention strategies that are appropriate to the problems and contributing factors you have identified in your community. The list of activities is in Step 6.

The research on underage drinking identifies six major problems. These six major problems are listed in the black shaded areas.

Directly below each problem are a number of factors that contribute to the problem. Select *at least two, and no more than three*, of the six problems. Within each problem category, identify the contributing factors that apply to your community.

Contributing factors	How do you know this is a contributing factor? Provide data, information, or a reason for naming this item as a contributing factor.	Source(s) Date Collected	Objective Reference(s) (Step 6)
<b>Problem #1: Availability of alcohol to youth</b>			
<input checked="" type="checkbox"/> Lack of enforcement aimed at retailers ( <i>required of all applicants</i> )			<b>A,D</b>
<input type="checkbox"/> Lack of enforcement aimed at youth purchasing with fake identifications			<b>B,D</b>
<input type="checkbox"/> Lack of enforcement aimed at youth at parties where alcohol is served			<b>C,D</b>
<input type="checkbox"/> Lack of enforcement aimed at adults who buy for minors			<b>C,D</b>
<input type="checkbox"/> Lack of training for on-premise sellers and/or servers of alcohol			<b>A</b>
<input type="checkbox"/> Lack of training for off-premise sellers			<b>A</b>
<input type="checkbox"/> High alcohol outlet density in geographic area			<b>E</b>
<input type="checkbox"/> Cheap alcohol specials in off-premise business			<b>E</b>

<b>Contributing factors</b>	<b>How do you know this is a contributing factor? Provide data, information, or a reason for naming this item as a contributing factor.</b>	<b>Source(s) Date Collected</b>	<b>Objective Reference (s) (Step 6)</b>
<b>Problem #2: Community norms that ignore or condone underage alcohol use</b>			
<input type="checkbox"/> Insufficient knowledge among parents regarding liabilities if their children or their children's friends drinking on their property			<b>B</b>
<input type="checkbox"/> Insufficient skill among parents regarding communicating non-use expectations			<b>B</b>
<input type="checkbox"/> Parents' misperception that underage drinking is a harmless "rite of passage"			<b>B</b>
<input type="checkbox"/> Youth perceptions that their parents would not be upset if they thought they used alcohol and/or other drugs			<b>B</b>
<input type="checkbox"/> Insufficient grassroots efforts to increase acceptance and support of existing laws			<b>B</b>
<input type="checkbox"/> Overt community support of alcohol use reflected in sponsorship of sporting events and advertising in public spaces			<b>A</b>
<input type="checkbox"/> Lack of community support for attractive alcohol-free youth activities			<b>A,B</b>
<input type="checkbox"/> Lack of youth participation in alcohol-free events			<b>D</b>
<input type="checkbox"/> Widespread misperceptions among youth about alcohol use norms among peers and adults			<b>C</b>
<input type="checkbox"/> Youth misperception that alcohol and other drug use is harmless activity			<b>C</b>

<b>Problem #3: Insufficient and/or ineffective school-based and/or youth-organization based prevention efforts</b>			
<b>Contributing factors</b>	<b>How do you know this is a contributing factor? Provide data, information, or a reason for naming this item as a contributing factor.</b>	<b>Source(s) Date Collected</b>	<b>Objective Reference (s) (Step 6)</b>
<input type="checkbox"/> Lack of clear school policies regarding alcohol use on school property or at school-sponsored events			<b>A</b>
<input type="checkbox"/> Lack of enforcement and sanctions for violations of school alcohol policies			<b>A</b>
<input type="checkbox"/> Lack of dissemination and awareness of school policies among students, staff, and parents			<b>A</b>
<input type="checkbox"/> Insufficient training for teachers and school administrators on underage drinking laws and prevention strategies			<b>A,C</b>
<input type="checkbox"/> Lack of media literacy skills among youth			<b>B</b>
<input type="checkbox"/> Lack of effective prevention strategies or curriculum in the schools			<b>C</b>
<input type="checkbox"/> Lack of significant social support for youth. Do youth have adults they talk to about a serious problem?			<b>C</b>
<input type="checkbox"/> Insufficient youth participation in school-based, faith-based, or community activities			<b>C</b>
<input type="checkbox"/> Insufficient youth exposure to effective prevention messages			<b>C</b>

<b>Problem #4: Insufficient enforcement of impaired driving laws for youth</b>			
<b>Contributing factors</b>	<b>How do you know this is a contributing factor? Provide data, information, or a reason for naming this item as a contributing factor.</b>	<b>Source(s) Date Collected</b>	<b>Objective Reference (s) (Step 6)</b>
<input type="checkbox"/> Lack of vigorous and well-publicized enforcement of drinking and driving laws in general			<b>A</b>
<input type="checkbox"/> Lack of enforcement of zero tolerance laws for drivers under 21			<b>A</b>
<input type="checkbox"/> Lack of sobriety check points as a method of enforcing zero tolerance laws			<b>A</b>
<input type="checkbox"/> Lack of facilities to hold juveniles under the influence			<b>A</b>
<input type="checkbox"/> Insufficient resources of local police to break up large parties			<b>A</b>
<input type="checkbox"/> Lack of justice system's vigorous prosecution of underage drinking and driving violations			<b>A</b>
<input type="checkbox"/> Insufficient training for law enforcement on underage drinking laws and prevention strategies			<b>A</b>
<input type="checkbox"/> Insufficient training for juvenile justice system on underage drinking laws			<b>A</b>

<b>Problem #5: Insufficient coordination of community efforts</b>			
<b>Contributing factors</b>	<b>How do you know this is a contributing factor? Provide data, information, or a reason for naming this item as a contributing factor.</b>	<b>Source(s) Date collected</b>	<b>Objective Reference(s) (Step 6)</b>
<input type="checkbox"/> Lack of community coalitions addressing underage drinking			<b>A</b>
<input type="checkbox"/> Existing community coalitions lack representation of: <ul style="list-style-type: none"> <li>○ Law enforcement</li> <li>○ Liquor enforcement</li> <li>○ County Alcohol, Tobacco, and Other Drug Prevention Coordinator</li> <li>○ Education (public schools, institutions of higher education)</li> <li>○ Juvenile justice system</li> <li>○ Faith communities</li> <li>○ Youth and youth organizations</li> <li>○ Parents and parent organizations</li> <li>○ Media</li> <li>○ Local DUI Task Force</li> <li>○ Local government</li> <li>○ Community leaders</li> <li>○ Prevention organizations</li> <li>○ Community Mobilization Against Substance Abuse (CMASA)</li> </ul>			<b>A</b>
<input type="checkbox"/> Insufficient communication and coordination between law enforcement and liquor enforcement for emphasis on patrols and compliance checks			<b>B</b>
<input type="checkbox"/> Insufficient communication and coordination between enforcement community and prevention community			<b>C</b>



<b>Problem #6: Insufficient media amplification of zero tolerance norms and positive health messages</b>			
<b>Contributing factors</b>	<b>How do you know this is a contributing factor? Provide data, information, or a reason for naming this item as a contributing factor.</b>	<b>Source(s) Date collected</b>	<b>Objective Reference (s) (Step 6)</b>
<input type="checkbox"/> Pro-drinking advertising messages aimed at youth			<b>B</b>
<input type="checkbox"/> Insufficient media to educate public about underage drinking law changes			<b>A</b>
<input type="checkbox"/> Insufficient media to elicit public support for efforts to reduce underage drinking			<b>A</b>
<input type="checkbox"/> Insufficient media promoting positive, empowering health messages or prevention messages to youth			<b>B</b>
<input type="checkbox"/> Insufficient media promoting positive activities that the majority of youth are engage in			<b>B</b>

**Step 6: Select Project Objectives and Strategies that Logically Connect to the Problems and Contributing Factors**

In this step, you will make a logical connection between the problems you identified in Step 5 and research-based strategies to decrease those problems. In the list that follows, the problems are listed in the same order as in Step 5. Under each problem are specific objectives to reduce the level of that problem. Then, under each objective, are a number of research-based strategies that can be used to achieve the objective.

Looking back at Step 5, note that the last column contains letters that correspond to the objectives and strategies indicated below. Based on your previous analysis of contributing factors (Step 5), select *at least one of the Objectives (A,B,C,etc)* and *at least two Strategies (1,2,3,etc)* for each of your chosen problems. (Record the ones you select on the form provided in Step 7.)

**Problem #1: Availability of alcohol to youth****A. To decrease access to alcohol through enforcement of minimum purchase age laws aimed at retailers, increase:**

1. the vigorous use of compliance checks **\*\*Required of all applicants\*\***
2. sanctions to violating merchants
3. mandated training to retailers regarding underage drinking laws, their responsibilities, and improved selling practices
4. community support for enforcement

**B. To decrease access to alcohol through enforcement of minimum purchase age laws aimed at youth, increase:**

1. arrests and tickets to both minors attempting to purchase alcohol and furnishing adults
2. penalties applied to the use of false identification
3. the use of “Cops N Shops” or similar programs

**C. To reduce social availability of alcohol, increase:**

1. the enforcement of keg registration laws
2. the enforcement against buying alcohol for minors
3. displays that discourage shoplifting
4. the vigorous use of police emphasis party patrols to contain underage parties

**D. To improve enforcement of laws related to minimum purchase age and underage drinking laws that already exist, increase the enforcement of laws:**

1. regarding minor in possession of alcohol
2. requiring sellers of alcohol to be at least 21
3. requiring making the manufacture or purchase of false identification a crime
4. requiring making the provision of alcohol to minors an offense
5. requiring the prohibition of minors from entering bars
6. making outlets liable for the harm that occurs as the result of providing alcohol to minors

**E. To increase legal controls on alcohol availability in general, increase:**

1. price through taxes
2. conditional use permits for alcohol outlets
3. control on outlet location, density, hours of sale

**Problem #2: Community norms that ignore or condone underage alcohol use****A. To increase expression of norms prohibiting glorification of alcohol use, increase:**

1. prohibition or control of alcohol use at community events or in public spaces
2. prohibition or control of alcohol sponsorship of public events and sporting events
3. control of public alcohol advertising such as billboards, buses

**B. To increase expression of community norms that encourage youth to remain alcohol and drug free, increase:**

1. the number of participating parents in parent coalitions to reduce alcohol use by their children
2. in parents, teachers, youth leaders who participate in training on underage drinking laws and adult liabilities
3. in parents' skills to communicate non-use expectations directly to youth
4. in youth ability to express non-use norms to peers
5. community sponsorship of attractive alcohol-free activities for youth
6. in the number of attractive alcohol-free activities
7. in grassroots coalitions that support existing laws that prohibit underage alcohol use

**C. To increase the accuracy of youth perceptions about peer alcohol use and about consequences of alcohol use, increase:**

1. the number of youth who can accurately identify the number of alcohol-free youth in the community
2. advertising that promotes accurate alcohol-free norms that exist among most youth
3. the number of youth who can accurately identify the legal, academic, health, etc. harm associated with alcohol and drug use

**D. To increase youth commitment to academic performance, school activities, volunteerism, faith-based activities, etc., increase:**

1. the number of youth committed to school performance
2. the number of youth committed to prosocial activities (volunteering, sports, etc)
3. the number of youth committed to faith-based activities or practices

**Problem #3: Insufficient and/or ineffective school-based and/or youth-organization based prevention efforts****A. To increase effective school-based policies that prohibit alcohol use on school property and/or school events, increase:**

1. the development of school policies where they do not exist
2. the dissemination of school policies to students, staff, and parents
3. the enforcement of school policies
4. student awareness of peer support for policies and enforcement of policies

**B. To increase youth media literacy, increase:**

1. the development of media literacy programs for youth
2. the number of youth who participate in media literacy programs

**C. To increase effective prevention programs in schools and youth organizations, increase:**

1. the development of research-based alcohol prevention curriculum in schools using “best practices” models
2. the implementation of alcohol prevention curriculum in school-based settings and in youth organization settings
3. training for school personnel on “best practices”
4. the positive social support available to youth

**Problem #4: Insufficient enforcement of impaired driving laws for youth****A. To increase the number and effectiveness of impaired driving efforts focusing on underage people, increase:**

1. training for law enforcement on underage drinking laws
2. the enforcement of “zero tolerance” laws for drivers under 21
3. keg and party emphasis patrols and law enforcement ability to break up large parties planned around high-incident high school or collegiate athletic and social events
4. resources to local law enforcement for expanded enforcement activities
5. successful prosecution of underage drinking and driving violations
6. facilities to hold juvenile underage offenders
7. responsible beverage service techniques that can reduce sales to minors and to intoxicated persons

**Problem #5: Insufficient coordination of community efforts****A. To increase the development of community coalitions to reduce underage drinking, increase:**

1. the number of coalitions
2. number of coalitions with strategic prevention plans
3. number of coalitions that implement “best practices” models of prevention
4. the inclusive membership of coalition
5. the number of youth participating on community coalitions

**B. To increase in coordination and communication between law enforcement and liquor enforcement, increase the number of:**

1. multi-jurisdictional emphasis on party and/or keg patrols involving agents and law enforcement
2. compliance checks involving agents and law enforcement teams
3. liquor and law enforcement representatives trained in the youth alcohol enforcement through state and national resources

**C. To increase in coordination and communication between law enforcement and the prevention community, increase:**

1. community awareness of underage drinking laws
2. educational material development combining underage drinking message with effective prevention methods
3. the number of youth (and their families) seeking community opportunities

**Problem #6: Insufficient media amplification of zero tolerance norms and positive health messages**

**A. To increase media support of effective prevention and enforcement strategies, increase print, radio, TV positive coverage of:**

1. underage drinking laws
2. increased enforcement
3. community coalition work
4. positive youth involvement

**B. To increase media coverage of positive images of youth, increase print, radio, TV accurate coverage:**

1. of the number of youth who are alcohol free
2. of youth service work to the community, school, church, clubs, etc.)
3. of youth who support enforcement of underage drinking laws and policies
4. of youth who want more alcohol-free activities

**Step 7: Describe Your RUaD Project**

Step 7 provides a form for you to use to describe your proposed project. Complete one form for *each strategy* that you will undertake, the minimum is two strategies for each objective. This means that you will have at least four completed forms to include in your application (You have chosen a minimum of two problems to address, and at least one objective and two strategies for each of them.).

When completed, the collection of Step 7 forms will be a part of your proposed statement of work for this contract. Be as specific and concise as possible. The Plan of Action proposed on these forms should be clearly matched with the information provided in the previous steps. There should be a logical link between the community problems and a realistic plan for taking action on those problems.

**Problem, Objective, and Strategy:** These will come directly off the previous list (step 6).

**Baseline Activity:** Record how much of this activity occurred prior to the grant application and how you know that. This will be used to measure the difference in this activity as a result of this program. Use a baseline that is as closely related to the strategy as is possible (refer to step 5).

**Plan of Action:** Describe the specific activities you will do to enact this strategy, who will be involved, how much of it you plan to accomplish, and when you expect to do them.

**Accountability:** Identify who is responsible for collecting the information and data that documents to what extent you were able to carry out your plan. See the example below:

Example:

Problem: <b>1. Availability of alcohol to youth</b>	
Objective: <b>A. Increase enforcement of minimum purchase age laws aimed at retailers</b>	
Strategy: <b>1. Increase the vigorous use of compliance checks</b>	
Baseline Activity: <b>The WSLCB carried out 20 compliance checks in Sample City last year.</b>	
Source: <b>The regional LCB office.</b>	
<b>Plan of Action:</b>	<b>Accountability:</b>
Example: Officers from the Sample City Police Department, with assistance from Liquor Control Board Officers will conduct 10, 4-hour compliance check activities reaching at least 90% of the 100 off-premise licensees and 90% of the 100 on-premise licensees in Sample County between October 2004 and May 2006. Press releases will announce enhanced compliance activity and will provide follow-up information with the names and addresses of business that fail and pass the compliance checks.	Example: Compliance activities will be conducted in accordance with RUaD and LCB guidelines. Compliance activities will use the RUaD compliance check activity report form. We will return to at least 50% of the failed licensees for re-checks noting if compliance is achieved. We will invite licensees to attend a proactive Responsible Liquor Sales training by distributing information to every business checked. Copies of press releases will be forwarded to the RUaD Coordinator.

**Project Description Form****(Make as many copies as you need to describe each of your proposed strategies)**

<b>Problem:</b>	
<b>Objective:</b>	
<b>Strategy:</b>	
<b>Baseline Activity:</b>	
<b>Plan of Action:</b>	<b>Accountability:</b>

## Compliance Check Activity Report Form



LIQUOR LICENSE #:	BUSINESS TRADE NAME:
DATE OF CHECK: (mm/dd/yy)	LIQUOR CONTROL OFFICER NAME:
TIME OF CHECK:	LOCAL LAW ENFORCEMENT OFFICER NAME:

### Minor operative's characteristics

**OPERATIVE #1** (Made the purchase attempt)

Operative Age: \_\_\_\_\_

Operative Gender: ☐ Male ☐ Female

**OPERATIVE #2** (Accompanied #1 on the attempt)

Operative Age: \_\_\_\_\_

Operative Gender: ☐ Male ☐ Female

*If operative #2 also attempted to buy alcohol, fill out an additional form, it was a second compliance check at this establishment.*

### Type of outlet (select the one best answer)

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> gas station only          | <input type="checkbox"/> market/small grocery store | <input type="checkbox"/> state liquor store              |
| <input type="checkbox"/> convenience (with gas)    | <input type="checkbox"/> supermarket/ grocery store | <input type="checkbox"/> tavern/bar/lounge in restaurant |
| <input type="checkbox"/> convenience (without gas) | <input type="checkbox"/> drugstore/pharmacy         | <input type="checkbox"/> restaurant (food section)       |
| <input type="checkbox"/> other _____               |   |  |

### Type & brand of alcohol attempted to purchase (select the one best answer)

- |   |   |
|---|---|
| <input type="checkbox"/> <b>No purchase attempt made</b> (ID checked at door, closed, recognized, etc...) |   |
| <input type="checkbox"/> six-pack of beer   | <input type="checkbox"/> 4- or 6-pack of wine coolers or malt beverage  |
| <input type="checkbox"/> 20,22,24-ounce bottle/can of beer  | <input type="checkbox"/> bottle of hard liquor – type: _____            |
| <input type="checkbox"/> 40-ounce bottle/can of beer  | <input type="checkbox"/> single 12 or 16-ounce bottle/can/glass of beer |
|   | <input type="checkbox"/> other: _____                                   |

Brand Name: \_\_\_\_\_

### Sales attempt information

- |   |  |
|---|--|
| Clerk/server asked for ID: <input type="checkbox"/> Yes <input type="checkbox"/> No   | <input type="checkbox"/> <b>Yes</b> , a sale was made (failed check)     |
| Clerk/server asked for age: <input type="checkbox"/> Yes <input type="checkbox"/> No  | <input type="checkbox"/> <b>No</b> , a sale was <b>not</b> made (passed) |
| Gender of clerk/server: <input type="checkbox"/> Male <input type="checkbox"/> Female |  |
| Approximate age of clerk/server: _____ (+/- 5 yrs)                                    | Number of other staff in the immediate area: _____                       |

---

### Follow-up activities (check all that apply)

What action(s) were/will be taken to notify the outlet of their performance in this compliance check?

- |   |   |
|---|---|
| <input type="checkbox"/> written notification of compliance           | <input type="checkbox"/> citation issued to clerk/server from LLEA  |
| <input type="checkbox"/> written warning (out of compliance) from LCB | <input type="checkbox"/> media (brochures, posters, videos, etc...) |
| <input type="checkbox"/> citation issued to licensee (AVN) from LCB   | <input type="checkbox"/> Other: _____                               |



## RUAD COMPLIANCE FORM INSTRUCTIONS

### Definitions:

Compliance Check: The attempted buy at a single business by your team on a particular date and time.

Compliance Activity: A series of compliance checks conducted within a set time frame, typically 1 day.

### SECTION 1: Basic information

License #	6-digit liquor license ID. For a state liquor store please use the store #
Business Trade Name	Business name on liquor license
Date of check	The date you are making the compliance check of this business. mm/dd/yy
Time of check	The time you conduct the compliance check. Military time.
LCB Officer Name:	Name of the LCB Officer participating in this particular compliance check.
Local Officer Name:	Name of the officer participating in this particular compliance check.

### SECTION 2: Minor operative's characteristics

Operative Initials:	Removed on 4/8/04 version
Operative Age	The age of the youth operative.
Operative Gender	The gender of the youth operative
<i>Research shows that the characteristics of the youth operative can have an effect on the results of a compliance check. By controlling for operative characteristics we may be able to explain trends or patterns in compliance rates. Operative race/ethnicity also plays an important role in determining the likelihood of a sale but we do not ask that on this form.</i>	

### SECTION 3: Type of outlet

Gas station only	This is a business whose primary function is the sale of gasoline and related products. Snacks (e.g., candy or chips) or beverages may sometimes be sold from vending machines or from a few racks and shelves.
Convenience (with gas)	This is a business that sells gasoline and related products and has a designated food, beverage, and general merchandise area. Examples include AM/PM minimarts and 7-Eleven stores with gasoline pumps.
Convenience (without gas)	This is a business that sells food, beverages, and general merchandise. Examples include AM/PM minimarts and 7-Eleven stores.
Market/small grocery store	This is a small store with a limited number of food items and merchandise, generally a local independent grocery store.
Supermarket	This is a large chain store or independent grocery store that offers a wide variety of food, merchandise, and other services. Examples include Safeway, Albertson's, Fred Meyer, and large independent stores.
Drugstore or pharmacy	This is a business that has as part of its name the words "drugstore" or "pharmacy" and that dispenses medication through prescriptions. Examples include Right Aid, Longs, or local independents.
State Liquor Store	This is a state-owned liquor store.
Tavern/Bar/Lounge	This is a business that serves alcoholic beverages on-site. Sale of alcohol is the primary function of this business. This classification also includes lounges and bars <i>within</i> restaurants if the compliance check was done within the bar/lounge and not in the dining section.
Restaurant	This business serves food. Alcohol may also be served with the food in the dining section. Compliance check was done while seated in the food section.
Other	Anything that doesn't really fit the others. Private/service clubs for instance.
<i>Research has shown that the compliance rate varies greatly by the type of business. For instance, on-premises locations tend to be less compliant than off-premises businesses. Recent data shows that off-premises licensees were non-compliant 16% of the time, while on-premises licensees were non-compliant in 26% of checks. Having this information will assist in targeting training and outreach to the hospitality industry.</i>	

#### SECTION 4: Type of alcohol attempted to purchase

six-pack of beer	6 cans or bottles of any brand beer.
20,22,24-ounce bottle/can of beer	A single large bottle or can of beer or malt liquor. Smaller than a forty. Examples include Fosters "oil can", Budweiser 22 ounce bottle.
40-ounce bottle/can of beer	A single large bottle or can of beer containing 40 ounces of beer or malt liquor. Examples include Old English 800.
four- or six-pack of wine coolers	4 or 6 wine coolers or any other flavored malt beverage. Examples include Mike's Hard Lemonade, Smirnoff Ice, Bartles & James Coolers.
bottle of hard liquor	A bottle of hard liquor only available through a state liquor store.
single 12 or 16-ounce bottle/can/glass	A bottle, can, or glass of beer either bought in a store or ordered in a bar or restaurant. Compliance checks at bars would typically use a bottle of Budweiser or Bud Light or similar product.
Other	We do not recommend buying specialty products on compliance checks, but if you were to try buying wine, pear cider, or some other non-standard compliance check beverage, it would be listed here.

No Purchase Attempt	If, for whatever reason the minor operative is denied the ability to place an order or attempt a purchase, check this box. For instance, if the bouncer denies access to a club or the store is closed at the time of the check.
Brand	Please list the brand of alcohol that was attempted to buy. Consistent buying practices throughout the checks will ensure fidelity of the data collected.

#### SECTION 5: Sales attempt information

Clerk/server asked for ID:	Did the clerk ask the youth operative to produce an ID for the purpose of verifying their age? This would also include bouncers or staff at the door who deny access to the establishment prior to an actual buy attempt.
Clerk/server asked for age:	Did the clerk ask the youth their age? Answer this question even if the clerk /server asked the operative for ID.
Gender of clerk/server:	Record the gender of the clerk that conducted the sale. If more than one clerk was present, select the one that rang up the sale and took the money.
Approximate age of clerk/server:	Record the approximate age of the clerk. Best guess. This is useful in determining age difference between clerk/server and minor operative.
<b>Yes</b> , a sale was made <b>No</b> , a sale was <i>not</i> made	The result of the attempted alcohol buy by the minor operative at this establishment. In the case that the operative was denied access to the business prior to attempting a buy because their ID was checked, select "NO, a sale was not made."
Number of other staff in the immediate area:	Record the number of staff in the immediate area of the sale. If they could see what was happening and had an opportunity to question, comment, or stop that sale, count them.

#### SECTION 6: Required signage - REMOVED in 10/27/03 version

#### SECTION 7: Follow-up activities

written notification of compliance	A letter or document signifying compliance was mailed or handed to staff of the business.
written warning (out of compliance)	A letter or document signifying non-compliance was mailed or handed to staff of the business from the Liquor Control Board.
citation issued (AVN) from LCB	Legal action was taken by LCB to sanction this business's liquor license. Please list the details of the AVN in the space provided.
citation issued to clerk server from LLEA	Legal action was taken by the local law enforcement agency towards the clerk or server who provided the alcohol to the minor operative.
media (brochures, posters, videos, etc...)	Other information about alcohol sales.
Other	Anything else. Please describe.

## Attachment 2. Estimating compliance activity costs.

Compliance check activities will be conducted through a partnership with the Liquor Control Board (LCB). LCB Officers and minor operatives engaged in RUaD alcohol compliance check activities, under the direction of the RUaD grantee, will be reimbursed for their time at an overtime rate. Reimbursement will occur through a contract between the Division of Alcohol and Substance Abuse (DASA) and LCB. The LCB will not contract directly with your agency for these services.

Using the worksheet below, determine the amount of money adequate to cover LCB reimbursement for the alcohol compliance checks in your work plan. *That amount will be subtracted from your total award and added to the DASA-LCB contract. LCB will bill DASA directly for reimbursement of their officers' time on your RUaD project.*

To maximize effectiveness and provide adequate safety supervision for the youth operative, each team will include 2 adults and 1 Youth Operative. The team will consist of 1 Liquor Control Officer, 1 Youth Operative, and 1 Local Law Enforcement Officer. Your agency will contract directly with your local law enforcement agency for reimbursement of officer time. Additional officers or other people may participate on the team, however, reimbursement from this funding source will be limited to 1 Liquor Control Officer, 1 Youth Operative, and 1 Local Law Enforcement Officer for each team. Multiple teams can participate in a single compliance activity, but each team should conduct checks at separate businesses.

Previous RUaD projects have budgeted anywhere from \$3,000 to \$9,800 depending on the scope of their work plan, the geography of their community, and the density of the outlets. The most recent ten projects budgeted an average amount of \$6,100 for LCB reimbursement. Reports indicate that teams generally conduct between 5 and 10 checks per hour depending on density of locations, the outcome of a check (writing tickets slows a team down), and the experience of the team members.

Worksheet 1: Compliance check LCB cost estimate

Description	Step	Amount
Overtime rate of Liquor Control Board Officer:	1	\$46.50
Overtime rate of LCB Youth Operative:	2	\$14.05
	[A]	<b>\$60.55</b>
Hours of compliance checks you would like to conduct:	[B]	
Estimated amount of LCB compliance check contract	[A] X [B]	\$

Worksheet 2: Compliance check LEA cost estimate

Description	Step	Amount
Overtime rate of Law Enforcement Agency Officer:	[C]	\$
Hours of compliance checks you would like to conduct:	[D]	
Estimated cost of compliance check	[C] X [D]	\$

The worksheets above are to assist you in developing estimated costs only. Specific amounts will be determined in the contract negotiation process should your proposal be awarded funding.

## Attachment 3

### Sample Budget Detail Worksheet

**Purpose:** The Budget Detail Worksheet may be used as a guide to assist you in the preparation of the budget and budget narrative. You may submit the budget and budget narrative using this form or in the format of your choice (plain sheets, your own form, or a variation of this form). However, all required information (including the budget narrative) must be provided. Any category of expense not applicable to your budget may be deleted.

**A. Personnel** -- List each position by title and name of employee, if available. Show the annual salary rate and the percentage of time to be devoted to the project. Compensation paid for employees engaged in grant activities must be consistent with that paid for similar work within the applicant organization.

EXAMPLE:

Name/Position	Computation	Cost
Jane Smith, Coordinator	$(\$30,000 \times 50\%) \times 1.5 \text{ yrs}$	\$22,500
Jim Jones, Admin. Asst.	$(\$20,000 \times 25\%) \times 1.5 \text{ yrs}$	\$7,500
	<b>PERSONNEL TOTAL</b>	<b>\$30,000</b>

A half-time coordinator will be hired to oversee implementation of the statement of work. A half-time assistant will prepare reports and provide other support to the program.

**B. Fringe Benefits** -- Fringe benefits should be based on actual known costs or an established formula. Fringe benefits are for the personnel listed in budget category (A) and only for the percentage of time devoted to the project. Fringe benefits on overtime hours are limited to FICA, Workman's Compensation, and Unemployment Compensation.

EXAMPLE:

Name/Position	Computation	Cost
Jane Smith, Coordinator	$((\$30,000 \times 30\%) / 2) \times 1.5 \text{ yrs}$	\$6,750
Jim Jones, Admin. Asst.	$((\$20,000 \times 20\%) / 4) \times 1.5 \text{ yrs}$	\$1,500
	<b>BENEFITS TOTAL</b>	<b>\$8,250</b>

**Total Personnel & Fringe Benefits \$38,250**

Benefits calculated to include all applicable state and federal taxes, insurance, and retirement.

**C. Travel** -- Itemize travel expenses of project personnel by purpose (e.g., staff to training, field interviews, advisory group meeting, etc.). Show the basis of computation (e.g., six people to 3-day training at \$X airfare, \$X lodging, \$X subsistence). In training projects, travel and meals for trainees should be listed separately. Show the number of trainees and unit costs involved. Identify the location of travel, if known. Indicate source of Travel Policies applied, Applicant or Federal Travel Regulations.

EXAMPLE

Purpose of Travel	Location	Item	Computation	Cost
OJJDP National Conference	Unknown	Airfare	\$700 RT x 2 trips	\$1,400
		Hotel	\$100/night x 2 nights x 2 trips	\$400
		Meals	\$35/day x 3 days x 2 trips	\$210
Prevention Summit	Yakima, WA	Mileage	\$100 RT x 2 trips	\$200
		Hotel	\$100/night x 2 nights x 2 trips	\$400
		Meals	\$35/day x 2 days x 2 trips	\$140
Mileage	County	Mileage	20 trips x 60 miles x .375 cents/mile	\$450
<b>TRAVEL TOTAL</b>				<b>\$3,200</b>

The Coordinator will attend the annual OJJDP Enforcing Underage Drinking Laws Conference, and the Washington State Prevention Summit. Travel estimates are based upon applicant's formal written travel policy.

**D. Equipment** -- List non-expendable items that are to be purchased. Note: Organization's own capitalization policy for classification of equipment should be used. Expendable items should be included in the "Supplies" category. Rented or leased equipment costs should be listed in the "Contractual" category. Explain how the equipment is necessary for the success of the project. Attach a narrative describing the procurement method to be used.

EXAMPLE

Item	Computation	Cost
Laptop computer	\$1,800 x 1	\$1,800
<b>EQUIPMENT TOTAL</b>		<b>\$1,800</b>

The computer will be used to collect data, prepare reports, and general program coordination.

**E. Supplies** -- List items by type (office supplies, postage, training materials, copying paper, and other expendable items such as books, hand held tape recorders) and show the basis for computation. Generally, supplies include any materials that are expendable or consumed during the course of the project.

EXAMPLE

Supply Items	Computation	Cost
Office Supplies	(\$50/mo x 18 mo)	\$900
Postage	(\$20/mo x 18 mo)	\$360
Training Materials	(\$2/set x 500 sets)	\$1,000
Project Alert Supplies	(\$10 per family x 300)	\$3,000
	<b>SUPPLIES TOTAL</b>	<b>\$4,840</b>

Office supplies and postage are needed for general operation of the program. Training materials will be developed and used by the investigators to train patrol officers how to preserve crime scene evidence.

**F. Contracts** -- Provide a description of the product or services to be procured by contract and an estimate of the cost. Bidders are encouraged to promote free and open competition in awarding contracts

EXAMPLE

Item	Computation	Cost
Evaluator	Graduate student from WSU to provide evaluation services for this program	\$6,000
Officer Overtime	(4 officers x 40 hrs x \$40/hr) for compliance check activities	\$6,400
Sheriff Dept. Overtime	(2 deputies x 60 hrs x \$40/hr) for party patrol and compliance check activities	\$4,800
	<b>CONTRACTS TOTAL</b>	<b>\$17,200</b>

The Evaluator will design and analyze the program evaluation and prepare a final report. Local law enforcement officers will be paid at their overtime rate for RUaD related activities detailed in the proposed work plan. Sheriff Deputies will conduct party patrol activities in addition to participating in compliance check activities.

**G. Administrative Costs** -- List items (e.g., rent, reproduction, telephone, janitorial or security services) by major type and the basis of the computation. For example, provide the square footage and the cost per square foot for rent, and provide a monthly rental cost and how many months to rent.

EXAMPLE

Description	Computation	Cost
Rent	(\$200 mo. x 18 mo) (\$# / ft <sup>2</sup> x # ft <sup>2</sup> )	\$3,600
Telephone	(\$25/mo. x 18 mo)	\$450
Printing/Copying	(\$25/mo. x 18 mo)	\$450
	<b>OTHER COSTS TOTAL</b>	<b>\$4,500</b>

This rent will pay for office space for the program coordinator.

**I. Indirect Costs** -- Indirect costs are allowed. The sum of Indirect + Administrative must not exceed 10% of the total direct costs (Sections A-F).

EXAMPLE

Description	Computation	Cost
5% of personnel and fringe benefits	(\$38,250 x 4%)	\$1,530
	<b>INDIRECT TOTAL</b>	<b>\$1,530</b>

**H. Liquor Control Board** - Compliance check activities will be conducted through a partnership with the Liquor Control Board (LCB). LCB Officers and Minor Operatives engaged in RUaD alcohol compliance check activities, under the direction of the RUaD grantee, will be reimbursed for their time at a set rate. Reimbursement will occur through a contract between the Division of Alcohol and Substance Abuse (DASA) and LCB. *The LCB will not contract directly with your agency for these services.*

Using the worksheet in Attachment 2 of the Application Packet, determine the amount needed to cover LCB reimbursement for the alcohol compliance checks in your work plan. *That amount will be contracted by DASA with the LCB on your behalf. LCB will bill DASA directly for reimbursement of their officers' time on your RUaD project.*

EXAMPLE

Description	Computation	Cost
LCB Officers	(2 officers x 4 hrs x 6 events) x \$46.50	\$2,232
LCB Minor Operatives	(2 operatives x 4 hrs x 6 events) x \$14.05	\$675
	<b>LCB TOTAL</b>	<b>\$2,907</b>

**Budget Summary** -- When you have completed the budget worksheet, transfer the totals for each category into a table similar to the one below. Compute the total direct costs and the total project costs. Indicate the amount of requested.

EXAMPLE

<b>Budget Category</b>	<b>Amount</b>
<b>A. Personnel</b>	\$30,000
<b>B. Fringe Benefits</b>	\$8,250
<b>C. Travel</b>	\$3,200
<b>D. Equipment</b>	\$1,800
<b>E. Supplies</b>	\$4,840
<b>F. Contracts</b>	\$17,200
<b>Total Direct Costs</b>	<b>\$65,290</b>
<b>G. Administration</b>	\$4,500
<b>H. Indirect Costs</b>	\$1,530
<b>Total Indirect Costs</b>	<b>\$6,030</b>
<b>I. Liquor Control Board</b>	\$2,907
<b>TOTAL PROJECT COSTS</b>	<b>\$74,227</b>

**THERE ARE NO MATCH REQUIREMENTS FOR THIS GRANT**